INDEX FOR VOLUME 80

Author Index

2002 Orbis Pictus Committee. *The 2002 Orbis Pictus Award Winner and Other Outstanding Nonfiction Books* (Reading Corner for Children). September, pp. 70–74.

Albers, Peggy. *Suggestions for Further Reading:* The Arts and Literacy. May, p. 406.

Allen, Janet. *But They Still Can't (or, Won't) Read! Helping Children Overcome Roadblocks to Reading.* March, pp. 268–274.

Anderson, Michael. *Reading Violence in Boys' Writing.* January, pp. 223–230.

Anson, Amy. (See Grierson et al., September.)

Armstrong, Kathleen. (See Scharer et al., March.)

Baird, Jacoy. (See Grierson et al., September.)

Bamford, Rosemary A. (See Kristo et al., September.)

Bausch, Linda S. *Just Words: Living and Learning the Literacies of Our Students' Lives.* January, pp. 215–222.

Beckham-Hungler, Diane & Cheri Williams. *Teaching Words That Students Misspell: Spelling Instrucion and Young Children's Writing.* March, pp. 299–308.

Berghoff, Beth, Cindy Borgmann, & Carlotta Parr. *Cycles of Inquiry with the Arts.* May, pp. 353–362.

Bisplinghoff, Betty Shockley. *Teacher Planning as Responsible Resistance.* November, pp. 119–128.

Bode, Patti. (See Nieto et al., May.)

Borgmann, Cindy. (See Berghoff et al., May.)

Boutwell, Angela. (See Brenner et al., March.)

Brenner, Devon, Teresa Jayroe, & Angela Boutwell. *Building on the Strengths of Families: The Promising Readers Program.* March, pp. 275–283.

Broaddus, Karen & Gay Ivey. *Surprising the Writer: Discovering Details through Research and Reading.* September, pp. 23–30.

Bushner, Diane. (See Scharer et al., March.)

Cai, Mingshui. (See Yokota & Cai, November.)

Cai, Mingshui. (See Yokota & Cai, January.)

Cai, Mingshui. (See Yokota et al., May.)

Cai, Mingshui. (See Yokota & Cai, July.)

Chandler, Sadie. (See Pfannenstiel et al., May.)

Children of New York City. (See Harwayne, September.)

Commeyras, Michelle. *Provocative Questions That Animate My Thinking about Teaching.* November, pp. 129–133.

Danbom, Karen. (See Shreve et al., November.)

Darigan, Daniel L. *Sorting Out the Pinkneys* (Profile). September, pp. 75–80.

Davenport, M. Ruth & Carol Lauritzen. *Inviting Reflection on Reading through Over the Shoulder Miscue Analysis.* November, pp. 109–118.

Denos, Corey Hawes. *Negotiating for Positions of Power in a Primary Classroom.* July, pp. 416–424.

Dickinson, Jean. (See Pfannenstiel et al., May.)

Douillard, Kim. *Going Past Done: Creating Time for Reflection in the Classroom.* November, pp. 92–99.

Dudley-Marling, Curt. *Suggestions for Further Reading:* Learners Who Struggle with Reading and Writing. March, pp. 309.

Duthie, Christine. (See Kerper et al., September.)

Ebbers, Margaretha. *Science Text Sets: Using Various Genres to Promote Literacy and Inquiry.* September, pp. 40–50.

Eisner, Elliot W. *The Arts and the Creation of Mind.* May, pp. 340–344.

Fitch, Joanne D. (See Rowe et al., May.)

Frank, Carolyn R. *Mapping Our Stories: Teachers' Reflections on Themselves as Writers.* January, pp. 185–195.

Freeman, Evelyn B. *Martha L. King: Language Arts Pioneer* (Profile). March, pp. 319–324.

Gauch, Patricia Lee. *Brian Jacques—Spinner of Yarns* (Profile). May, pp. 401–405.

Gebhard, Meg with Rebecca Keenan & Kara Willett. *Making Informational Literacy Practices Visible* (Reading Corner for Educators). September, pp. 68–69.

Gilles, Carol. (See Henson & Gilles, March.)

Glasswell, Kathryn, Judy M. Parr, & Stuart McNaughton. *Four Ways to Work against Yourself When Conferencing with Struggling Writers.* March, pp. 291–298.

Grierson, Sirpa T. *Exploring the Past through Multigenre Writing.* September, pp. 51–59.

Hadaway, Nancy. (See Kerper et al., September.)

Hanhan, Sara. (See Shreve et al., November.)

Harvey, Stephanie. *Nonfiction Inquiry: Using Real Reading and Writing to Explore the World.* September, pp. 12–22.

Harwayne, Shelley & the Children of New York City. *Messages to Ground Zero: Children Respond to September 11, 2001.* September, pp. 8–11.

Haywood, Alexia. (See Schwarzer et al., July.)

Heffernan, Lee & Mitzi Lewison. *Social Narrative Writing: (Re)Constructing Kid Culture in the Writer's Workshop.* July, pp. 435–443.

Henson, Janice & Carol Gilles. *Al's Story: Overcoming Beliefs That Inhibit Learning.* March, pp. 259–267.

Ivey, Gay. (See Broaddus & Ivey, September.)

Jayroe, Teresa. (See Brenner et al., March.)

Jensen, Julie M. (See Kerper et al., September.)

Jensen, Julie M. *Loban and Love-Ins, Moffett and the Moon: The 60s in Profile* (Profile). July, pp. 478–485.

Jiménez, Robert. (See Yau & Jiménez, January.)

Keenan, Rebecca. (See Gebhard et al., September.)

Kelley-Pierce, Jane. (See Nieto et al., November.)

INDEX FOR VOLUME 80

Author Index

2002 Orbis Pictus Committee. *The 2002 Orbis Pictus Award Winner and Other Outstanding Nonfiction Books* (Reading Corner for Children). September, pp. 70–74.

Albers, Peggy. *Suggestions for Further Reading:* The Arts and Literacy. May, p. 406.

Allen, Janet. *But They Still Can't (or, Won't) Read! Helping Children Overcome Roadblocks to Reading.* March, pp. 268–274.

Anderson, Michael. *Reading Violence in Boys' Writing.* January, pp. 223–230.

Anson, Amy. (See Grierson et al., September.)

Armstrong, Kathleen. (See Scharer et al., March.)

Baird, Jacoy. (See Grierson et al., September.)

Bamford, Rosemary A. (See Kristo et al., September.)

Bausch, Linda S. *Just Words: Living and Learning the Literacies of Our Students' Lives.* January, pp. 215–222.

Beckham-Hungler, Diane & Cheri Williams. *Teaching Words That Students Misspell: Spelling Instrucion and Young Children's Writing.* March, pp. 299–308.

Berghoff, Beth, Cindy Borgmann, & Carlotta Parr. *Cycles of Inquiry with the Arts.* May, pp. 353–362.

Bisplinghoff, Betty Shockley. *Teacher Planning as Responsible Resistance.* November, pp. 119–128.

Bode, Patti. (See Nieto et al., May.)

Borgmann, Cindy. (See Berghoff et al., May.)

Boutwell, Angela. (See Brenner et al., March.)

Brenner, Devon, Teresa Jayroe, & Angela Boutwell. *Building on the Strengths of Families: The Promising Readers Program.* March, pp. 275–283.

Broaddus, Karen & Gay Ivey. *Surprising the Writer: Discovering Details through Research and Reading.* September, pp. 23–30.

Bushner, Diane. (See Scharer et al., March.)

Cai, Mingshui. (See Yokota & Cai, November.)

Cai, Mingshui. (See Yokota & Cai, January.)

Cai, Mingshui. (See Yokota et al., May.)

Cai, Mingshui. (See Yokota & Cai, July.)

Chandler, Sadie. (See Pfannenstiel et al., May.)

Children of New York City. (See Harwayne, September.)

Commeyras, Michelle. *Provocative Questions That Animate My Thinking about Teaching.* November, pp. 129–133.

Danbom, Karen. (See Shreve et al., November.)

Darigan, Daniel L. *Sorting Out the Pinkneys* (Profile). September, pp. 75–80.

Davenport, M. Ruth & Carol Lauritzen. *Inviting Reflection on Reading through Over the Shoulder Miscue Analysis.* November, pp. 109–118.

Denos, Corey Hawes. *Negotiating for Positions of Power in a Primary Classroom.* July, pp. 416–424.

Dickinson, Jean. (See Pfannenstiel et al., May.)

Douillard, Kim. *Going Past Done: Creating Time for Reflection in the Classroom.* November, pp. 92–99.

Dudley-Marling, Curt. *Suggestions for Further Reading:* Learners Who Struggle with Reading and Writing. March, pp. 309.

Duthie, Christine. (See Kerper et al., September.)

Ebbers, Margaretha. *Science Text Sets: Using Various Genres to Promote Literacy and Inquiry.* September, pp. 40–50.

Eisner, Elliot W. *The Arts and the Creation of Mind.* May, pp. 340–344.

Fitch, Joanne D. (See Rowe et al., May.)

Frank, Carolyn R. *Mapping Our Stories: Teachers' Reflections on Themselves as Writers.* January, pp. 185–195.

Freeman, Evelyn B. *Martha L. King: Language Arts Pioneer* (Profile). March, pp. 319–324.

Gauch, Patricia Lee. *Brian Jacques—Spinner of Yarns* (Profile). May, pp. 401–405.

Gebhard, Meg with Rebecca Keenan & Kara Willett. *Making Informational Literacy Practices Visible* (Reading Corner for Educators). September, pp. 68–69.

Gilles, Carol. (See Henson & Gilles, March.)

Glasswell, Kathryn, Judy M. Parr, & Stuart McNaughton. *Four Ways to Work against Yourself When Conferencing with Struggling Writers.* March, pp. 291–298.

Grierson, Sirpa T. *Exploring the Past through Multigenre Writing.* September, pp. 51–59.

Hadaway, Nancy. (See Kerper et al., September.)

Hanhan, Sara. (See Shreve et al., November.)

Harvey, Stephanie. *Nonfiction Inquiry: Using Real Reading and Writing to Explore the World.* September, pp. 12–22.

Harwayne, Shelley & the Children of New York City. *Messages to Ground Zero: Children Respond to September 11, 2001.* September, pp. 8–11.

Haywood, Alexia. (See Schwarzer et al., July.)

Heffernan, Lee & Mitzi Lewison. *Social Narrative Writing: (Re)Constructing Kid Culture in the Writer's Workshop.* July, pp. 435–443.

Henson, Janice & Carol Gilles. *Al's Story: Overcoming Beliefs That Inhibit Learning.* March, pp. 259–267.

Ivey, Gay. (See Broaddus & Ivey, September.)

Jayroe, Teresa. (See Brenner et al., March.)

Jensen, Julie M. (See Kerper et al., September.)

Jensen, Julie M. *Loban and Love-Ins, Moffett and the Moon: The 60s in Profile* (Profile). July, pp. 478–485.

Jiménez, Robert. (See Yau & Jiménez, January.)

Keenan, Rebecca. (See Gebhard et al., September.)

Kelley-Pierce, Jane. (See Nieto et al., November.)

Kerper, Richard M. *Art Influencing Art: The Making of* An Extraordinary Life. September, pp. 60–67.

Kerper, Richard M., Christine Duthie, Nancy Hadaway, Julie M. Jensen, Carolyn Lott, Karen Patricia Smith, & James Valle. *2002 Orbis Pictus Award Winner and Other Outstanding Nonfiction Books* (Reading Corner for Children). September, pp. 70–74.

Kristo, Janice V., Rosemary A. Bamford, Myra Zarnowski, & Sandip Wilson. *Suggestions for Further Reading:* Informational Literacy. September, p. 81.

Kubasak, Theresa. (See Yokota et al., May.)

Kucer, Stephen B. & Jenny Tuten. *Revisiting and Rethinking the Reading Process.* March, pp. 284–290.

Kumagai, Yuri. (See Nieto et al., January.)

Lauritzen, Carol. (See Davenport & Lauritzen, November.)

Lesley, Mellinee. *A Pedagogy of Control: Worksheets and the Special Needs Child.* July, pp. 444–452.

Lewison, Mitzi. (See Heffernan & Lewison, July.)

Lorenzen, Charla. (See Schwarzer et al., July.)

Lott, Carolyn. (See Kerper et al., September.)

Mansukhani, Premlata. *The Explorers Club: The Sky Is No Limit for Learning.* September, pp. 31–39.

Marquez-Zenkov, Kristien. *The "Public Art" of Language Arts: A New Lens on Educational Standards.* May, pp. 384–391.

Martínez-Roldán, Carmen. *Suggestions for Further Reading:* Local Languages and Literacies. January, p. 231.

McNaughton, Stuart. (See Glasswell et al., March.)

Monahan, Mary Beth. *"On the Lookout for Language": Children as Language Detectives.* January, pp. 206–214.

Murphy, Pamela. *Discovering the Ending in the Beginning.* July, pp. 461–469.

Nieto, Sonia with Jane Kelley-Pierce & Cynthia Rosenberger. *Valuing Students and Teachers as Thinkers* (Reading Corner for Educators). November, pp. 146–147.

Nieto, Sonia with Kara Willett. *Current Explorations* (Reading Corner for Educators). July, pp. 470–471.

Nieto, Sonia with Michael Riendeau & Cynthia Rosenberger. *Learners Who Struggle with Reading and Writing* (Reading Corner for Educators). March, pp. 310–311.

Nieto, Sonia with Patti Bode & John Raible. *Imagination and the Arts* (Reading Corner for Educators). May, pp. 392–393.

Nieto, Sonia with Yuri Kumagai & Roberta Wallitt. *Celebrating Local Languages and Literacies* (Reading Corner for Educators). January, pp. 232–233.

Novinger, Sue. *"I want her to know me": The Ways Adults Position Young Children.* July, pp. 425–434.

Parr, Carlotta. (See Berghoff et al., May.)

Parr, Judy M. (See Glasswell et al., March.)

Pavonetti, Linda. (See Scharer et al., March.)

Peterson, Barbara. (See Scharer et al., March.)

Pfannenstiel, Gennie with Jean Dickinson, Sadie Chandler, & Cheris Whitney. *Journeying through the Arts into the Harlem Renaissance.* May, pp. 345–352.

Raible, John. (See Nieto et al., May.)

Riendeau, Michael. (See Nieto et al., March.)

Risko, Victoria J., Carol Vukelich, & Kathleen Roskos. *Preparing Teachers for Reflective Practice: Intentions, Contradictions, and Possibilities.* November, pp. 134–144.

Rosenberger, Cynthia. (See Nieto et al., March.)

Rosenberger, Cynthia. (See Nieto et al., November.)

Roskos, Kathleen. (See Risko, November.)

Rowe, Deborah Wells, Joanne D. Fitch, & Alyson Smith Bass. *Toy Stories as Opportunities for Imagination and Reflection in Writers' Workshop.* May, pp. 363–374.

Scales, Pat. *Mildred D. Taylor: Keeper of Stories* (Profile). January, pp. 240–244.

Scharer, Patricia L., Kathleen Armstrong, Diane Bushner, Linda Pavonetti, Barbara Peterson, Junko Yokota, & Terrell Young. *2002 Notable Children's Books in the Language Arts* (Reading Corner for Children). March, pp. 312–318.

Schwarzer, David, Alexia Haywood, & Charla Lorenzen. *Fostering Multiliteracy in a Linguistically Diverse Classroom.* July, pp. 453–460.

Shreve, Roberta, Karen Danbom, & Sara Hanhan. *"Wen the Flood Km We Had to Lv": Children's Understandings of Disaster.* November, pp. 100–108.

Sims Bishop, Rudine. Some *Lady!: A Conversation with Dorothy Watson* (Profile). November, pp. 154–160.

Smith Bass, Alyson. (See Rowe et al., May.)

Smith, Frank. *The Just So Story—Obvious but False.* March, pp. 256–258.

Smith, Karen Patricia. (See Kerper et al., September.)

Sumida, Anna & JoAnn Wong-Kam. *Suggestions for Further Reading on Reflection.* November, pp. 161.

Tuten, Jenny. (See Kucer & Tuten, March.)

Valle, James. (See Kerper et al., September.)

Van Sluys, Katie. *Writing and Identity Construction: A Young Author's Life in Transition.* January, 176–184.

Vukelich, Carol. (See Risko et al., November.)

Wallitt, Roberta. (See Nieto et al., January.)

Whitney, Cheris. (See Pfannenstiel et al., May.)

Willett, Kara. (See Gebhard et al., September.)

Willett, Kara. (See Nieto & Willett, July.)

Williams, Cheri. (See Beckham-Hungler & Williams, March.)

Wilson, G. Patricia. *Supporting Young Children's Thinking through Tableau.* May, pp. 375–383.

Wilson, Sandip. (See Kristo et al., September.)

Wong-Kam, JoAnn. (See Sumida & Wong-Kam, November.)

Yau, Jia-ling & Robert Jiménez. *Fostering the Literacy Strengths of Struggling Asian American Readers.* January, pp. 196–205.

Yokota, Junko & Mingshui Cai with Theresa Kubasak. *Celebrating the Arts and Imagination through Literature* (Reading Corner for Children). May, pp. 394–399.

Yokota, Junko & Mingshui Cai. *Celebrating Local Languages and Literacies through Literature* (Reading Corner for Children). January, pp. 234–239.

Yokota, Junko & Mingshui Cai. *Children's Books That Encourage Reflection* (Reading Corner for Children). November, pp. 148–153.

Yokota, Junko & Mingshui Cai. *Innovative Books That Reflect the Changing World* (Reading Corner for Children). July, pp. 472–477.

Yokota, Junko. (See Scharer et al., March.)

Young, Terrell. (See Scharer et al., March.)

Zarnowski, Myra. (See Kristo et al., September.)

Title Index

2002 Notable Children's Books in the Language Arts. Patricia L. Scharer, Kathleen Armstrong, Diane Bushner, Linda Pavonetti, Barbara Peterson, Junko Yokota, & Terrell Young. March, pp. 312–318.

2002 Orbis Pictus Award Winner and Other Outstanding Nonfiction Books (Reading Corner for Children). 2002 Orbis Pictus Committee. September, pp. 70–74.

Al's Story: Overcoming Beliefs That Inhibit Learning. Janice Henson & Carol Gilles. March, pp. 259–267.

Art Influencing Art: The Making of An Extraordinary Life. Richard M. Kerper. September, pp. 60–67.

The Arts and the Creation of Mind. Elliot W. Eisner. May, pp. 340–344.

Brian Jacques—Spinner of Yarns (Profile). Patricia Lee Gauch. May, pp. 401–405.

Building on the Strengths of Families: The Promising Readers Program. Devon Brenner, Teresa Jayroe, & Angela Boutwell. March, pp. 275–283.

But They Still Can't (or, Won't) Read! Helping Children Overcome Roadblocks to Reading. Janet Allen. March, pp. 268–274.

Celebrating Local Languages and Literacies (Reading Corner for Educators). Sonia Nieto with Yuri Kumagai & Roberta Wallitt. January, pp. 232–233.

Celebrating Local Languages and Literacies through Literature (Reading Corner for Children). Junko Yokota & Mingshui Cai. January, pp. 234–239.

Celebrating the Arts and Imagination through Literature (Reading Corner for Children). Junko Yokota & Mingshui Cai with Theresa Kubasak. May, pp. 394–399.

Children's Books That Encourage Reflection (Reading Corner for Children). Junko Yokota & Mingshui Cai. November, pp. 148–153.

Current Explorations (Reading Corner for Educators). Sonia Nieto with Kara Willett. July, pp. 470–471.

Cycles of Inquiry with the Arts. Beth Berghoff, Cindy Borgmann, & Carlotta Parr. May, pp. 353–362.

Discovering the Ending in the Beginning. Pamela Murphy. July, pp. 461–469.

Exploring the Past through Multigenre Writing. Sirpa T. Grierson with Amy Anson & Jacoy Baird. September, pp. 51–59.

Fostering Multiliteracy in a Linguistically Diverse Classroom. David Schwarzer, Alexia Haywood, & Charla Lorenzen. July, pp. 453–460.

Fostering the Literacy Strengths of Struggling Asian American Readers. Jia-ling Yau & Robert Jiménez. January, pp. 196–205.

Four Ways to Work against Yourself When Conferencing with Struggling Writers. Kathryn Glasswell, Judy M. Parr, & Stuart McNaughton. March, pp. 291–298.

Going Past Done: Creating Time for Reflection in the Classroom. Kim Douillard. November, pp. 92–99.

"I want her to know me": The Ways Adults Position Young Children. Sue Novinger. July, pp. 425–434.

Imagination and the Arts (Reading Corner for Educators). Sonia Nieto with Patti Bode & John Raible. May, pp. 392–393.

Innovative Books That Reflect the Changing World (Reading Corner for Children). Junko Yokota & Mingshui Cai. July, pp. 472–477.

Inviting Reflection on Reading through Over the Shoulder Miscue Analysis. M. Ruth Davenport & Carol Lauritzen. November, pp. 109–118.

Journeying through the Arts into the Harlem Renaissance. Gennie Pfannenstiel with Jean Dickinson, Sadie Chandler, & Cheris Whitney. May, pp. 345–352.

The Just So Story—Obvious but False. Frank Smith. March, pp. 256–258.

Just Words: Living and Learning the Literacies of Our Students' Lives. Linda S. Bausch. January, pp. 215–222.

Learners Who Struggle with Reading and Writing (Reading Corner for Educators). Sonia Nieto with Michael Riendeau & Cynthia Rosenberger. March, pp. 310–311.

Loban and Love-Ins, Moffett and the Moon: The 60s in Profile (Profile). Julie M. Jensen. July, pp. 478–485.

Making Informational Literacy Practices Visible (Reading Corner for Educators). Meg Gebhard with Rebecca Keenan & Kara Willett. September, pp. 68–69.

Mapping Our Stories: Teachers' Reflections on Themselves as Writers. Carolyn R. Frank. January, pp. 185–195.

Martha L. King: Language Arts Pioneer (Profile). Evelyn B. Freeman. March, pp. 319–324.

Messages to Ground Zero: Children Respond to September 11, 2001. Shelley Harwayne & the Children of New York City. September, pp. 8–11.

Mildred D. Taylor: Keeper of Stories (Profile). Pat Scales. January, pp. 240–244.

Negotiating for Positions of Power in a Primary Classroom. Corey Hawes Denos. July, pp. 416–424.

Nonfiction Inquiry: Using Real Reading and Writing to Explore the World. Stephanie Harvey. September, pp. 12–22.

"On the Lookout for Language": Children as Language Detectives. Mary Beth Monahan. January, pp. 206–214.

A Pedagogy of Control: Worksheets and the Special Needs Child. Mellinee Lesley. July, pp. 444–452.

Preparing Teachers for Reflective Practice: Intentions, Contradictions, and Possibilities. Victoria J. Risko, Carol Vukelich, & Kathleen Roskos. November, pp. 134–144.

Provocative Questions That Animate My Thinking about Teaching. Michelle Commeyras. November, pp. 129–133.

The "Public Art" of Language Arts: A New Lens on Educational Standards. Kristien Marquez-Zenkov. May, pp. 384–391.

Reading Violence in Boys' Writing. Michael Anderson. January, pp. 223–230.

Revisiting and Rethinking the Reading Process. Stephen B. Kucer & Jenny Tuten. March, pp. 284–290.

Science Text Sets: Using Various Genres to Promote Literacy and Inquiry. Margaretha Ebbers. September, pp. 40–50.

Social Narrative Writing: (Re)Constructing Kid Culture in the Writer's Workshop. Lee Heffernan & Mitzi Lewison. July, pp. 435–443.

Some *Lady!: A Conversation with Dorothy Watson* (Profile). Rudine Sims Bishop. November, pp. 154–160.

Sorting Out the Pinkneys (Profile). Daniel L. Darigan. September, pp. 75–80.

Suggestions for Further Reading on Reflection. Anna Sumida & JoAnn Wong-Kam. November, pp. 161.

Suggestions for Further Reading: Informational Literacy. Janice V. Kristo, Rosemary A. Bamford, Myra Zarnowski, & Sandip Wilson. September, p. 81.

Suggestions for Further Reading: Learners Who Struggle with Reading and Writing. Curt Dudley-Marling. March, p. 309.

Suggestions for Further Reading: Local Languages and Literacies. Carmen Martínez-Roldán. January, p. 231.

Suggestions for Further Reading: The Arts and Literacy. Peggy Albers. May, p. 406.

Supporting Young Children's Thinking through Tableau. G. Patricia Wilson. May, pp. 375–383.

Surprising the Writer: Discovering Details through Research and Reading. Karen Broaddus & Gay Ivey. September, pp. 23–30.

Teacher Planning as Responsible Resistance. Betty Shockley Bisplinghoff. November, pp. 119–128.

Teaching Words That Students Misspell: Spelling Instrucion and Young Children's Writing. Diane Beckham-Hungler & Cheri Williams. March, pp. 299–308.

The Explorers Club: The Sky Is No Limit for Learning. Premlata Mansukhani. September, pp. 31–39.

Thoughts from the Editors. Kathy Short, Jean Schroeder, Gloria Kauffman, & Sandy Kaser. September, p. 7; November, p. 91; January, p. 175; March, p. 255; May, p. 339; July, p. 415.

Toy Stories as Opportunities for Imagination and Reflection in Writers' Workshop. Deborah Wells Rowe, Joanne D. Fitch, & Alyson Smith Bass. May, pp. 363–374.

Valuing Students and Teachers as Thinkers (Reading Corner for Educators). Sonia Nieto with Jane Kelley-Pierce & Cynthia Rosenberger. November, pp. 146–147.

Virginia Hamilton: Celebrating a Lifetime of Stories. November, p. 145.

"Wen the Flood Km We Had to Lv": Children's Understandings of Disaster. Roberta Shreve, Karen Danbom, & Sara Hanhan. November, pp. 100–108.

Writing and Identity Construction: A Young Author's Life in Transition. Katie Van Sluys. January, pp. 176–184.

Sidebar Index

Carpenter, Marilyn.
- Books about Readers and Writers Who Struggle with Learning. March, p. 295.
- Books with Surprise Endings. July, p. 468.
- Children's Books about Disasters. November, p. 106.
- Children's Books in Which the Characters Reflect, Ponder, Think, and Consider. November, p. 141.
- Children's Books That Feature Dialogue. May, p. 365.
- Children's Literature about Immigrants to the United States in the 20th Century. January, p. 183.
- Children's Literature about Mapping. January, p. 193.
- Children's Literature That Utilizes Multigenres. September, p. 53.

Harvey, Stephanie. Nonfiction Notebooks: AKA Wonder Books. September, p. 18.

Henkin, Roxanne.
- Bringing a New Vision to Our Teaching. November, p. 132.
- Classroom Resources on Bullying. July, p. 441.
- Keeping Arts in the Schools. May, p. 343.
- Responding to Community Challenges. September, p. 47.
- Strategies for Parent Involvement. March, p. 281.
- Students Making a Difference. January, p. 212.

Hubbard, Ruth Shagoury & Brenda Miller Power.
- Tips for Starting and Sustaining Teaching Journals. November, p. 122.
- The Use of Video in Teacher Research Projects. July, p. 422.
- Using Tape Recorders for Gathering Data. March, p. 287.
- (See Power & Hubbard, January)
- (See Power & Hubbard, May)

Kubasak, Theresa.
- Woody Guthrie in Children's Books. May, p. 400.

Labbo, Linda D.
- A Museum/School Partnership Photography Project. May, p. 389.
- Resources Related to Media Violence, Computer Games, and Literacy Instruction. January, p. 229.
- Take Students on an On-line Journey to Informational Literacy. September, p. 66.
- Using the Internet to Foster Reflective Thinking. November, p. 99.
- Worksheet Alternatives: Computer-Mediated Interactive Practice. July, p. 451.

Pfannenstiel, Gennie, Jean Dickinson, Sadie Chandler, and Cheris Whitney.
- Harlem Renaissance Children's Literature. May, p. 349.

Power, Brenda Miller, & Ruth Shagoury Hubbard.
- Documenting Neighborhoods. January, p. 222.
- Using Photographs in Data Analysis. May, p. 382.
- (See also Hubbard & Power, March)
- (See also Hubbard & Power, November)

Short, Kathy G.
- Informational Magazines for Children. September, p. 21.
- Reading Expository Texts. September, p. 59.
- When Readers Struggle. March, p. 265.

Shreve, Roberta, Karen Danbom, & Sara Hanhan. Reflective Conversation. November, p. 105.

Smith, Karen.
- Defining *Transmediation.* May, p. 359.
- Research on Children Reflecting on Their Own Learning. November, p. 117.
- Research on Inquiry-Based Science in the Classroom. September, p. 44.
- Research on Schools and Teachers That Value Local Languages and Literacies. January, p. 195.
- Research on the Arts as Ways of Knowing and Tools for Thinking. May, p. 357.
- Research on the Teaching of Spelling. March, p. 304.
- Teacher Talk in Classrooms with Children. July, p. 431.

Wilson, G. Patricia.
- The Use of Tableau and Drama Conventions in Theatre and Education. May, p. 383.